Accommodation Services Handbook

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Purpose of This Handbook

This handbook explains how students request accommodation services at Beal University, what documentation may support a request, and how approved accommodations are implemented. It describes student and University responsibilities, available services, and the procedures for accommodation decisions and disability-related grievances.

Beal University ("Beal") is committed to providing accommodation services to students with disabilities consistent with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable Maine law. Beal will work with students to determine what, if any, accommodations might be available. However, the University also expects students to be active participants in this process. Accordingly, students who believe they may need an accommodation due to a disability should contact the ADA Coordinator either upon enrollment or as soon as it becomes apparent that assistance may be necessary.

Accommodation Services are managed by Robin Tardiff, Beal's ADA/Section 504 Coordinator (ADA Coordinator), whose contact information is listed at the end of this Handbook. The purpose of our Accommodation Services is to provide assistance to students with disabilities to maximize their academic potential and to minimize various physical and attitudinal barriers. Beal has created this Accommodation Services Handbook to address common questions regarding the services available to students with disabilities under applicable law and to explain in detail the procedures necessary to secure them. It is our goal that all students are given the opportunity to succeed.

A disability may include a physical or mental impairment that substantially limits a major life activity, or a record of such an impairment. Temporary impairments may qualify; an impairment need not be permanent. An episodic condition or a condition in remission is evaluated based on its limitations when active. Disability is generally assessed without considering the beneficial effects of medication or other mitigating measures, except ordinary eyeglasses or contact lenses. Beal evaluates each request individually under applicable federal and Maine law. Protection from discrimination based on a perceived disability does not by itself establish a right to accommodations under the ADA. Beal is not required to waive requirements it can demonstrate are essential to the program or directly related licensing requirements, or to make a fundamental alteration.

The ADA Coordinator will gladly discuss your disability with you, and offer advice on how to ensure that your needs are met. Following is a summary of services and accommodations that are available to our students with disabilities and the policies that students must comply with in order to obtain these services. If you have a question not addressed in this Handbook, please contact the ADA Coordinator.

The following services are available to all students who experience disabilities:

1. Accommodation Planning
2. Orientation to Campus as needed
3. Liaison with faculty and staff as needed
4. Instructor notification and liaison where needed (when permission is given by the student)

How to Obtain Reasonable Accommodations

Reasonable accommodations, academic adjustments, and auxiliary aids and services provide a qualified student with a disability an equal opportunity to access a facility, course, program, service, or activity. Decisions are individualized and consider the access barrier, effective alternatives, and applicable legal standards.

To determine whether a requested accommodation is reasonable, the school's Senior Vice President of Institutional Effectiveness and Compliance will seek information from staff and faculty regarding essential standards for courses, programs, services, activities and facilities. Beal's Senior Vice President of Institutional Effectiveness and Compliance makes the ultimate determination of whether a specific request for accommodations will be granted.

Note: Beal is not required to modify any element of a course or program that Beal can demonstrate is essential to the instruction or directly related licensing requirements. Beal will consider whether an effective alternative preserves that requirement.

Accommodation Procedures

1. Student submits a written accommodation request to both the ADA Coordinator and the Senior Vice President of Institutional Effectiveness and Compliance. Assistance and accessible alternatives are available as described below.
2. ADA Coordinator provides the student with the Accommodation Services Handbook and the Request for Accommodation Plan form.
3. Student meets with the ADA Coordinator, using an accessible meeting method or effective alternative when needed because of disability, to discuss the accommodation services request and complete the Request for Accommodation Plan form.
4. Students assume the cost, if any, of the required documentation.
5. Approved accommodations will be documented in a Notice of Accommodation Plan. If a requested accommodation is denied, the student will receive the reasons in writing within 14 calendar days of the original request and instructions for appealing under the accommodation-denial procedure below. Beal will act promptly on time-sensitive access needs and consider appropriate interim measures; the 14-day response period is not a waiting period for required access.
6. Students should identify accommodation needs to the ADA Coordinator and relevant instructors as early as possible. Requests may be made at any time; missing the first day of a course does not by itself make a student ineligible for accommodations. The ADA Coordinator will assist with sharing the approved Notice of Accommodation Plan, and Beal and its instructors will implement approved accommodations. Report problems to ADA@beal.edu.

Rights and Responsibilities

Student Rights

1. Equal opportunity to learn through reasonable accommodations, academic adjustments and/or auxiliary aids and services;

2. Equal access to programs, courses, services, activities and facilities offered through the Beal school they are attending;
3. Confidentiality of information regarding their disability, with disclosure limited to authorized persons with a legitimate educational interest or as otherwise permitted or required by law; and
4. Timely access to information in accessible formats and effective auxiliary aids and services when needed for equal access.

Student Responsibilities

1. Satisfy and maintain essential institutional qualifications and standards for courses, programs, services, and activities;
2. Follow all published procedures for securing reasonable accommodations;
3. Provide appropriate documentation of the disability from a qualified professional and any recommendations made by the diagnosing professional; and
4. Identify themselves as individuals with a disability when an accommodation is needed, and seek information, counsel and assistance as necessary.

University Rights

1. Identify and establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, activities and facilities at its schools, and to evaluate all students (whether disabled or not) on these bases;
2. Request and receive documentation reasonably needed to evaluate a request for accommodations;
3. Select which equally effective accommodations to provide;
4. Refuse an unreasonable accommodation request that fundamentally alters a program or activity of Beal; and
5. Deny a request when, after individualized review and an opportunity to supply necessary information, the available information does not establish eligibility or the need for the requested accommodation; explain the decision and available alternatives in writing.

University Responsibilities

1. Provide information to students in reasonable, accessible formats upon request;
2. Provide or arrange reasonable accommodations in courses, programs, services, activities and facilities, including online instruction, labs, and clinical or externship learning activities, without charging students for required accommodations;
3. Ensure that programs, services, activities and facilities, when viewed in their entirety, are accessible to students with disabilities in the most integrated setting appropriate to their needs; and
4. Maintain appropriate confidentiality of records and communications.

How Accommodation Decisions Are Made

When deciding whether a requested accommodation is reasonable, Beal's Senior Vice President of Institutional Effectiveness and Compliance will rely upon the following elements:

1. The appropriate documentation of the disability by a qualified professional and any recommendations made by the diagnosing professional;
2. A student's request for a given accommodation;
3. Barriers that might result from the documented disability in the campus environment;
4. Accommodations that might remove such barriers;
5. Whether the student can meet essential academic and technical requirements with reasonable accommodations, academic adjustments, and auxiliary aids or services;
6. Whether an applicable legal exception is demonstrated. For auxiliary aids and services, an undue-burden determination must consider the legally relevant factors and effective alternatives; ordinary cost or inconvenience alone is not sufficient. Academic modifications are evaluated under the essential-requirement and fundamental-alteration standards;
7. Whether or not essential elements of the course, program, service, activity or facility are compromised by the requested accommodation; and
8. Whether, even after the accommodation is given, a student can perform the essential functions of the educational program.

Request Review

Academic adjustments are based upon an individualized assessment of the student's needs. Initial requests should be made before class begins when possible, but requests may be made at any time. All requests should be made in writing to the ADA Coordinator and the Senior Vice President of Institutional Effectiveness and Compliance, who will coordinate assistance. If a disability prevents use of the written request, form, or meeting process, the ADA Coordinator will provide assistance or an effective accessible alternative and route the request to both officials.

Beal accepts a provider letter or existing evaluation when it supplies sufficient information about the disability, current functional limitations, and accommodation needs. The ADA Coordinator forwards the documentation for review under the procedure below. Students should contact the ADA Coordinator if assistance or an accessible alternative is needed. A new evaluation is not required each semester when existing documentation remains sufficient. Provider recommendations inform Beal's individualized decision; they do not constitute approval.

Once the student has provided documentation from a professional qualified to diagnose the disability, submitted a request to the ADA Coordinator and the Senior Vice President of Institutional Effectiveness and Compliance, and discussed the request with the ADA Coordinator using the accessible process above, the ADA Coordinator will send the documentation to the Senior Vice President of Institutional Effectiveness and Compliance for review. Beal must demonstrate that a requirement is essential to the instruction or directly related licensing requirements before denying a modification on that basis. The Senior Vice President of Institutional Effectiveness and Compliance will consult appropriate academic personnel, consider effective alternatives, and document the basis for the decision.

Appealing an Accommodation Denial

A student denied accommodations will receive written reasons and appeal instructions within 14 calendar days of the original request. The student may write a letter appealing the decision, including additional relevant information, to Beal's Appeals Committee within 14 calendar days of the denial of services. Beal's Appeals Committee will respond in writing within 14 calendar days. Assistance or an accessible method of submission is available through the ADA Coordinator when needed because of disability. Committee members involved in the initial decision or with another conflict must not decide the appeal; the President will designate impartial substitute members when needed.

Notification of Instructors

The provision of accommodation services is a responsibility shared between the student, the ADA Coordinator, and the Senior Vice President of Institutional Effectiveness and Compliance. Upon approval of accommodation services, the student meets with the ADA Coordinator using an accessible method or effective alternative when needed because of disability to review and implement necessary accommodations. During that discussion, the student will be provided with a "Notice of Accommodation Plan." This Notice will confirm that a student has a documented disability and is entitled to specific accommodation services.

Students should identify accommodation needs to the ADA Coordinator and relevant instructors as early as possible. Requests may be made at any time. The student and ADA Coordinator will coordinate sharing the approved Notice with the instructors who implement it. The Notice identifies accommodations and implementation instructions, not underlying diagnostic records. Disability documentation is restricted to personnel with a legitimate educational interest or other lawful authority to access it.

Note: If problems arise with notification or implementation of accommodations, contact the ADA Coordinator at ADA@beal.edu.

Eligibility

In order to be eligible for accommodation services through Beal, a student must:

Provide documentation from a professional qualified to diagnose the disability, as described in Documentation Requirements;

Submit a written accommodation request to both the ADA Coordinator and the Senior Vice President of Institutional Effectiveness and Compliance, with disability-related assistance or an effective accessible alternative as described above; and

Discuss the accommodation services request with the ADA Coordinator through an accessible meeting or effective alternative when needed because of disability.

All accommodations will ultimately be reviewed and either approved or denied by Beal's Senior Vice President of Institutional Effectiveness and Compliance. Ideally, initial accommodation requests should be made prior to the start of class so that necessary resources are in place before the student attends class. Requests may also be made after classes begin and will be reviewed promptly.

The ADA Coordinator will keep detailed notes as to the date each step of the request for accommodations process has occurred in order to ensure that the student's request has been fairly addressed. The request for accommodations process and any deliberative process utilized in making a final determination will be fully documented including notes recorded of pertinent discussions.

The Senior Vice President of Institutional Effectiveness and Compliance will retain all requests for accommodation and supporting documentation, including the dates of requests for academic adjustments or services, the nature of each request, the final determinations, and the reasons for any denials, in the student's file. School officials may access only records in which they have a legitimate educational interest. Other disclosures require consent or another applicable FERPA exception.

Note: The documentation, request, and discussion steps support individualized review. If a disability creates a barrier to completing a form, writing a request, or attending a meeting, contact the ADA Coordinator for assistance or an effective accessible alternative. Beal will not withhold an otherwise supported accommodation solely because a disability prevents use of the standard procedure.

Documentation Requirements

Documentation should provide enough information to evaluate the student's current functional limitations and accommodation needs. Beal will consider the nature of the disability, available records, the student's history, and the requested adjustment. Documentation does not expire automatically after three years; updated information may be requested when needed to resolve a specific question. A new evaluation is not required each semester when existing documentation remains sufficient.

If available information does not establish the disability or explain the accommodation need, Beal may request specific additional documentation. The ADA Coordinator will promptly explain in writing what is needed and why.

Note: Students generally bear the cost of obtaining necessary evaluations or supporting documentation. Students should contact the ADA Coordinator before obtaining new testing so existing records and less burdensome alternatives can be considered. Required accommodations are provided without charge to the student.

Professional documentation may include the following relevant information:

1. Specific diagnosis;
2. Functional limitations (if any) within the academic environment as a result of the disability;
3. How the impairment substantially limits a major life activity, where needed to establish eligibility;
4. Relevant testing or evaluation procedures, if used;
5. Relevant test or evaluation results, if needed; and
6. Recommendations for academic accommodation, if any.

Documentation for Specific Disabilities

The following guidance describes information that may help evaluate requests involving certain disabilities. It is not an exhaustive list of covered conditions or a mandatory testing checklist. Beal will consider relevant existing documentation and request additional information only as needed for an individualized decision.

Learning Disabilities

Students with learning disabilities may submit relevant records from high school or other qualified sources. Examples include:

1. An Individualized Education Program (IEP), Section 504 plan, or summary of performance identifying prior supports; and/or
2. A Multi-Factored Evaluation (MFE) or other evaluation completed by an appropriately qualified professional that identifies the disability and relevant functional limitations.

A student may also submit a psychoeducational assessment by an appropriately qualified professional. An IEP or Section 504 plan may not by itself provide all information needed for a college accommodation; Beal will explain any additional information needed.

The MFE or psychoeducational assessment for the diagnosis of a specific learning disability should identify the qualified professional, credentials, and evaluation date. The assessment must provide clear and specific evidence of a learning disability that substantially impairs at least one major life activity. The scope and methods of assessment should be appropriate to the individual and the information needed for the accommodation decision.

When an assessment is needed, the following information may assist review:

1. Testing should be sufficiently relevant to current functional limitations; older results may remain useful for longstanding disabilities;
2. Documentation should identify the disability using professionally accepted diagnostic criteria. Descriptions such as individual "learning styles," "learning differences," or "academic problems" do not by themselves qualify as a learning disability and will not satisfy this requirement;
3. The nature and the severity of the disability should be explained by relevant documentation;
4. Relevant test scores and the evaluator's interpretation may be requested when needed to understand functional limitations;
5. The evaluator should explain how the findings support the identified disability; a specific score discrepancy is not a universal eligibility requirement;
6. A qualified professional or diagnostician must conduct the evaluation. The qualified professional or diagnostician must indicate licensure or certification on the assessment.

The assessment may address the following domains when relevant:

Aptitude

Relevant cognitive assessment may include an appropriate version of one of the following instruments, or another professionally accepted measure:

1. Wechsler Adult Intelligence Scale;

2. Woodcock-Johnson Psychoeducational Battery: Test of Cognitive Ability; or
3. Stanford-Binet Intelligence Scale.

Achievement

Relevant achievement assessment may include an appropriate version of the following instruments or other professionally accepted measures:

1. Woodcock-Johnson Psychoeducational Battery: Tests of Achievement;
2. Wechsler Individual Achievement Test (WIAT);
3. Stanford Test of Academic Skill (TASK);
4. Scholastic Abilities Test for Adults (SATA);
5. Specific achievement tests such as the Test of Written Language;
6. Woodcock Reading Mastery Tests; or
7. The Stanford Diagnostic Mathematics Test.

Note: A limited screening measure may not provide enough information by itself. Beal will consider the complete record and explain any additional information needed.

Information Processing

Relevant areas may include memory, auditory or visual processing, processing speed, executive functioning, or motor ability. Qualified professionals may use appropriate instruments, including:

1. Detroit Tests of Learning Aptitude;
2. Information from subtests of the Wechsler Adult Intelligence Scale;
3. The Woodcock-Johnson Tests of Cognitive Ability; or
4. Other instruments relevant to the presenting learning problem.

Visual Impairments

Documentation of visual impairment should describe relevant functional limitations and, when useful, visual acuity or field restrictions. Recommendations for accessible materials or assistive technology may help identify effective accommodations. The following examples are not minimum eligibility thresholds:

1. Visual acuity of 20/70 or less in the better eye after the best possible correction;
2. Peripheral field so constricted that it affects one's ability to function in an educational setting; and/or
3. Progressive loss of vision which may affect one's ability to function in an educational setting.

Hearing Impairments and Deafness

Documentation of hearing impairment should describe relevant functional limitations and communication needs. An audiologist's report may be helpful when needed to clarify hearing loss. No single decibel threshold determines eligibility; Beal will consider the individual's barriers and need for effective communication.

Attention Deficit Hyperactivity Disorder

Documentation of ADHD should identify the disability using professionally accepted diagnostic criteria and describe relevant functional limitations and accommodation needs. Beal will consider existing evaluations and request additional information only when needed for the decision.

Psychiatric Disabilities

Documentation of a psychiatric disability should identify the condition using professionally accepted diagnostic criteria and describe relevant functional limitations in the learning environment. Episodic conditions are considered based on their limitations when active. If medication side effects create access barriers, documentation may describe those effects; a complete medication list or treatment record is not routinely required.

Student Support Services

Academic Support

All students are provided with access to tutoring free of charge upon request. Extra assistance or tutoring is individual time with an Instructor to address any academic questions a student may have about a given course. Students should first request tutoring or extra assistance from their instructor and program director. Students needing nonacademic assistance may contact Student Services at ss@beal.edu or 207-307-3900.

Advising

The ADA Coordinator is available to discuss accommodation concerns and campus accessibility. Students should contact their instructor and program director for academic advising, degree requirements, registration, and course-content support. Students needing other assistance may contact Student Services at ss@beal.edu or 207-307-3900. Students are encouraged to arrange an appointment in advance when possible.

Accessible Parking

Students using designated accessible parking spaces must display a valid disability plate, placard, or other legally authorized permit. A physician's letter alone does not authorize use of these spaces.

Students needing temporary parking assistance should contact Student Services for information about temporary disability parking permits or other lawful access arrangements.

Testing Accommodations

The ADA Coordinator can arrange for proctoring, reasonable extended time, and alternative administration of examinations. The Instructor is responsible for securely providing the exam and implementing approved online testing settings, in coordination with the ADA Coordinator. Specific guidelines have been established to ensure a consistent and expedient process. They are as follows:

1. The student should contact the ADA Coordinator at least three days in advance to schedule a test. The student is also responsible for reminding the faculty member at least two class meetings in advance that the student will be taking the exam through Accommodation

Services. Every effort will be made to arrange test proctoring on the same day and time as the test is regularly scheduled. Requests made with less notice will be addressed as promptly as possible. Beal will coordinate an effective arrangement when proctor availability conflicts with an approved accommodation.

2. Students ordinarily take exams at the scheduled class time. When an approved accommodation or proctor availability requires a different arrangement, the ADA Coordinator and Instructor will coordinate and confirm it with the student in writing. Testing arrangements must support scheduled course offerings, including online courses, and may not be limited to Monday through Thursday when that would prevent required access.
3. If a student misses an exam or other classwork, the Instructor determines whether it may be made up under the applicable course and catalog policies. The Instructor must consult the ADA Coordinator when disability-related circumstances or a failure to implement an approved accommodation may be involved and must implement approved accommodations. This handbook does not create an automatic zero or an automatic right to a makeup exam.

Note: Because of scheduling conflicts, the ADA Coordinator may need to schedule a student's appointment at a different date and/or time than the regularly scheduled exam. If this situation arises, the staff will notify the faculty member directly.

1. The Instructor is responsible for delivering the exam to the ADA Coordinator prior to the scheduled test time. The Instructor must provide written testing instructions consistent with the approved Notice of Accommodation Plan, including any permitted notes, textbooks, calculators, or other materials. An approved accommodation does not require separate instructor approval. The Instructor and ADA Coordinator will arrange secure return of the completed exam.
2. If a student has content-specific questions about the exam during proctoring, every effort will be made to contact the Instructor. If the ADA Coordinator is unable to reach the Instructor, the ADA Coordinator will instruct the student to provide a written explanation of their question, to be attached to the exam.
3. Breaks, movement, restroom access, and any sectioning of the exam will be managed in accordance with the approved Accommodation Plan and reasonable exam-security procedures. The ADA Coordinator and Instructor will establish any restrictions in advance. A blanket prohibition on leaving the room or returning to completed sections will not be imposed solely because a student uses accommodations.
4. In the event of suspected cheating or plagiarism, the proctor will end the exam, secure the exam materials, and return them to the Instructor with a written description of what occurred. Any academic or disciplinary action will follow the Academic Dishonesty and Student Code of Conduct provisions of the University Catalog & Student Handbook.

ADA and Section 504 Grievance Procedure

Qualified students with disabilities have the right to request accommodations and receive fair treatment. This procedure addresses accommodation concerns and allegations of disability discrimination, disability harassment, or disability-related retaliation, whether or not an accommodation was requested. Other complaints follow the University Catalog & Student Handbook's general Grievance and Appeals policy. Separate requests to change a grade or

challenge an academic, financial-aid, or conduct decision remain subject to their applicable catalog deadlines; a disability complaint does not automatically extend those deadlines.

Contact the Senior Vice President of Institutional Effectiveness and Compliance about an accommodation concern or suspected disability discrimination, harassment, or retaliation. The ADA Coordinator can assist with filing and effective accessible communication. Reasonable modifications to submission requirements or deadlines are available when required because of disability. A person who is the subject of a complaint or participated in the decision being challenged must not decide that complaint or its appeal. The President will designate an impartial substitute when needed. If the complaint concerns the ADA Coordinator or the Senior Vice President of Institutional Effectiveness and Compliance, contact the President's Office at 207-307-3900 for assignment to an impartial reviewer.

Informal Resolution

Students ordinarily begin by discussing the concern informally with the faculty or staff member involved and contacting the Senior Vice President of Institutional Effectiveness and Compliance at the same time. A student may proceed directly to a formal complaint if informal discussion is inaccessible, involves a concern about harassment, retaliation, safety, or a conflict of interest, or would prevent prompt and fair resolution. Beal prohibits retaliation for requesting accommodations, reporting discrimination, or participating in this process.

The Senior Vice President of Institutional Effectiveness and Compliance will keep detailed notes as to the date each step of the accommodations or disability grievance process has occurred in order to ensure that the student's request has been fairly addressed. The grievance process will be fully documented including notes recorded of pertinent discussions.

The Senior Vice President of Institutional Effectiveness and Compliance will retain all requests for accommodation and complaints of discrimination and supporting documentation, including the dates of requests for academic adjustments or services, the nature of each request, the final determinations, and the reasons for any denials, in the student's file. School officials may access only records in which they have a legitimate educational interest. Other disclosures require consent or another applicable FERPA exception.

Filing a Formal Grievance

If informal discussion does not resolve the concern, or a direct-filing exception above applies, the student may submit a formal written complaint to the Senior Vice President of Institutional Effectiveness and Compliance. Assistance or an effective accessible alternative is available through the ADA Coordinator when needed because of disability. The complaint must explain who, what, where, when, and why, and must:

1. Clearly state the nature and basis of the grievance;
2. Be signed and dated;
3. Provide the name(s) of the person(s) alleged to have engaged in unfair or improper treatment due to a disability;
4. Document specifics of the incident(s) in question; and
5. Identify any known witnesses who have knowledge of the allegations.

Note: *In cases alleging unlawful discrimination based on race, sex, or disability, the Senior Vice President of Institutional Effectiveness and Compliance will consult Beal's Chief Operating Officer and Title IX Coordinator as appropriate to the allegations and applicable University procedures. Consultation must not delay filing assistance, information about rights, necessary access measures, or the response deadlines below.*

Investigation and Decision

The Senior Vice President of Institutional Effectiveness and Compliance, in consultation with Beal's Chief Operating Officer, will conduct an investigation. Beal's Senior Vice President of Institutional Effectiveness and Compliance will give the parties an opportunity to provide relevant information and will respond in writing to the student with the decision, reasons, and any appropriate corrective action within 14 calendar days of the filing date of the complaint. As appropriate, Beal may designate different persons to review cases or may consolidate complaints when such action is consistent with administrative efficiency and a fair resolution of the problem. Written notification will be provided to the student in such a case.

Appealing a Grievance Decision

If the student feels that the decision is arbitrary and capricious, or has new evidence to present, the student may appeal in writing to Beal's Chief Operating Officer within 14 calendar days of the decision. If no appeal is made in writing to Beal's Chief Operating Officer within 14 calendar days of the decision, the decision is final. The impartial-review safeguards above apply; the COO must not decide an appeal of a decision in which the COO participated. The following requirements apply to the appeal:

1. A copy of the appeal must be submitted to Beal's Chief Operating Officer; and
2. Upon appropriate review, the appellate determination must be communicated in writing to all parties involved within 14 calendar days of the date of the appeal. Notices will respect FERPA and other applicable privacy requirements.

Remedies and External Complaints

At any stage of the grievance procedure, if it is determined that law or University policy was violated, a remedy will be offered. If it is determined that there was no violation, the complainant will be notified within 14 calendar days and other options for possible resolution will be explained, including the right to contact the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-1100. The office can also be reached at 800-421-3481 or OCR@ed.gov. A student may file directly with OCR without first completing Beal's grievance or appeal process. External filing deadlines apply separately; current filing instructions are available at https://www.ed.gov/laws-and-policy/civil-rights-laws/file-complaint/how-file-discrimination-complaint-ocr.

Contact Information

ADA and Section 504 Coordinator

Robin Tardiff
ADA and Section 504 Coordinator

ADA@beal.edu
207-307-3900

Beal University
99 Farm Road

Bangor, ME 04401

Appeal Contacts

Accommodation-denial appeals go to Beal's Appeals Committee. Disability-grievance appeals go to Beal's Chief Operating Officer. Follow the applicable written-appeal procedure above. For assistance locating the appropriate office, call 207-307-3900. Mail may be addressed to the Appeals Committee or Chief Operating Officer, as applicable:

Beal University
99 Farm Road

Bangor, ME 04401